

Abstract: Experiential Learning through Digital Storytelling (review)

This paper examines and presents findings from a review of the current body of literature surrounding the usages of storytelling in technology-delivered learning. Organizations and educational institutions are the focus within which and through which the delivery of learning is investigated. A narrative inquiry lens was used to examine the literature chosen for the review; the literature was examined to determine what story the author(s) was telling. This approach assisted in categorizing the literature into four main dimensions; environment, autobiographical, knowledge transfer and interactive. These dimensions appear as themes in the literature, and the movement amongst them and towards the dimension of interactivity, suggests a merging of narrative with technology, a restorying of traditional storytelling itself.

The fourth dimension of digital storytelling noted here lies in the domain of a restorying of storytelling itself, from using digital technology to enhance well-used and traditional storytelling methods, to a new method discovered in the technology and unique to it because of the additional affordances digital technology provides. What this will look like is unknown at present, but experimental usages will no doubt continue (for example in the area of news media, Angel, 2010), and the merging of narrative with technology is likely to increase.

Learning Dimension	Environment	Autobiographical	Knowledge Transfer	Interactive
Initiated by	Social System	Learner	Instructor	Technology
Primary Direction	Encompassing	Learner-Instructor	Instructor-Learner	Circular
Temporality	Present	Past	Future	Three-dimensional
Narrativity	Experiential	Expressive	Didactic	Re-storying

Table 1: Summary of the four-dimensions of storytelling usages within digital technology delivery systems.

Author Bio.

Kenneth Anderson is a first year PhD student in the York University Faculty of Education Language, Culture and Teaching Program. Prior to commencing this program he served as a Police Officer with the Durham Regional Police Service. His last position in that organization was manager of the Police Learning Centre, in partnership with and located at the University of Ontario Institute of Technology and Durham College in Oshawa. In this position he managed the professional training and development of over 1200 employees, both uniform and civilian members of the Police Service. He possesses a BA from the University of Waterloo in Economics, and an MA from Royal Roads University in Learning and Technology. He has facilitated professional workshops in problem-based learning, supervision, and conflict leadership. His research interests lay in the fields of educational change, experiential learning, narrative inquiry, storytelling as pedagogy, and the use of digital technologies to facilitate learning and teaching in those fields.

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